DOCUMENT RESUME

ED 392 214 EC 304 645

AUTHOR McDonnell, John; And Others
TITLE Transition Programs for Students with Moderate/Severe Disabilities.
REPORT NO ISBN-0-534-34080-6
PUB DATE 96
NOTE 357p.
AVAILABLE FROM Brooks/Cole Pub. Co., 511 Forest Lodge Road, Pacific Grove, CA 93950-5098.
PUB TYPE Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Adult Basic Education; Agency Cooperation; Community Based Instruction (Disabilities); Curriculum Development; Daily Living Skills; *Disabilities; Educational Objectives; *Educational Practices; *Educational Principles; *Education Work Relationship; Individualized Education Programs; Job Placement; Moderate Mental Retardation; Program Development; Secondary Education; Self Management; Severe Disabilities; Severe Mental Retardation; *Teaching Methods; *Transitional Programs; Vocational Education

ABSTRACT

This text is intended to provide new and practicing professionals with an introduction to the strategies necessary to support the transition of students with moderate and severe disabilities from school to community life. It offers recommendations for designing and implementing middle school, high school, and post-high school programs, addressing the full range of curricular and instructional issues at each of these levels. The book's five sections address: foundations of transition programs, curriculum and individualized planning, instruction and personal supports, preparation for home and community life, and preparation for work. The 13 chapters discuss the following topics: (1) expected outcomes and emerging values; (2) the role of secondary education in transition; (3) curriculum; (4) developing Individualized Education Program Plans; (5) participation in content-area classes; (6) teaching in natural settings; (7) developing leisure and recreational options; (8) preparation for life at home and in the community; (9) self-management; (10) employment training; (11) job placement; (12) administrative issues; and (13) interagency collaboration. Chapters are organized around focus questions, have illustrative case examples, and provide extensive references. Appendixes outline a curriculum for a school and community integration program and present checklists for evaluating the program. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****